

MYP Assessment Task Coversheet		Teacher(s)/Profesor(es) R. Hunt, L. Giron	
SUBJECT/ ASIGNATURA	Language and Literature	Grade/ grado	9
STUDENT/ ESTUDIANTE		Date/Fecha	Oct 2015

### Statement of Inquiry

The Coming of Age is a universal process that adolescents from around the world must face, encouraging them to shape who they want to become and form their own identities.

### Assessment Task

#### Short Story Essay Assignment

We have spent the last few months reading, discussing, and writing about short stories. The time has come for you to demonstrate your unique perspective on one of the following topics. Your essay should include an introduction, 2-3 body paragraphs, and a conclusion. Advice: Take your time! Thoughtful writing requires attention to the details and lots of editing.

#### Options:

1. We often refer to certain times in a person's life as "coming of age" or a "rites of passage" experience. *Choose **one** of the three texts we've studied and explain how it is a "coming of age" story.*
2. A theme can be viewed as the author's message about a topic from the story. *Identify a theme from **one** of the texts we have studied and explain how the author develops this theme.*
3. Authors use symbols in their stories to enhance a theme. *Explain how Lessing uses symbolism in *Through the Tunnel* and how this adds to the story.*
4. In *The Scarlet Ibis*, Hurst uses figurative language to describe events, characters and settings. *How are Hurst's descriptions important in the story? What effect does Hurst's use of figurative language have on the reader?*

### Student reflection

### Teacher's comments

## Success criteria

<b>CRITERION A: Analyzing</b> i. identify and explain the effects of the creator's choices on an audience (figurative language, symbolism, diction, setting, imagery, paradox, characterization, you get the idea...) ii. justify opinions and ideas, using examples, explanations and terminology (analysis).		Teacher Assessment
<b>AL</b>	<b>Descriptor</b>	
1-2	Provides minimal identification and comment upon the creator's choices Provides minimal identification and comment upon significant aspects of texts	
3-4	provides adequate identification and comment upon the creator's choices Provides adequate identification and comment upon significant aspects of texts	
5-6	Provides substantial identification and comment upon the creator's choices Provides substantial identification and comment upon significant aspects of texts	
7-8	Provides perceptive identification and comment upon the creator's choices Provides perceptive identification and comment upon significant aspects of texts	

<b>CRITERION B: Organizing</b> i. employ organizational structures that serve the context and intention (organizing your essay)		Teacher Assessment
<b>AL</b>	<b>Descriptor</b>	
1-2	makes minimal use of organizational structures, though these may not always serve the context and intention	
3-4	makes adequate use of organizational structures that serve the context and intention	
5-6	Makes sophisticated use of organization structures that serve the context and intention	
7-8	Provides perceptive identification and comment upon significant aspects of texts	

<b>CRITERION C: Producing text</b> iii. select relevant details and examples to develop ideas (use of evidence).		Teacher Assessment
<b>AL</b>	<b>Descriptor</b>	
1-2	selects few relevant details and examples to support ideas.	
3-4	selects some relevant details and examples to support ideas.	
5-6	selects sufficient relevant details and examples to support ideas.	
7-8	selects extensive relevant details and examples to support ideas.	

<b>CRITERION D: Using language</b> iii. use correct grammar, syntax and punctuation.		Teacher Assessment
<b>AL</b>	<b>Descriptor</b>	
1-2	uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective	
3-4	uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication	
5-6	uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication	
7-8	uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication	